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ABSTRACT

A study examined and classified the typing vocabulary present in six contemporary texts used in secondary school typing classes. During this examination, the researcher classified words pertaining to the following instructional areas: learning the keyboard letters and numbers, learning machine parts, developing typing speed, and improving typing accuracy. Each of the words found was then looked up in Roget's "Thesaurus" to determine its appropriate classification number(s). This classification effort indicated that typing vocabulary is a very specialized vocabulary. In all, two-thirds of this vocabulary involves concepts pertaining to space and to intellect (categories including intellectual faculties and communication of ideas). One-third of the vocabulary changes in its semantic meaning from intellect vocabulary to abstract relations vocabulary (categories including quantity, order, and number). (Appended to this thesis are a summary of classes in the classification scheme of Roget's "Thesaurus," learning-to-type vocabulary grouped by general class and specific categories, specific-typing-skills vocabulary grouped by class and specific categories, general-typing-task vocabulary and prepositions used in typing classes grouped by general class and specific categories, and a master word list for beginning and advanced typing classes.) (MN)

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A DESCRIPTION OF VOCABULARY IN BEGINNING AND ADVANCED TYPEWRITING CLASSES

by

Virginia Fliehr

A RESEARCH PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF

REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS IN READING

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Abstract

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Purpose

In view of the concerns in the area of typing vocabulary, it is important that typewriting teachers become aware of the kinds of vocabulary involved in their subject area. Typewriting vocabulary was classified as it relates to three specific steps in 1.) learning to type, 2.) specific skills in typing and 3.) six tasks performed in typing.

Procedures

Instructional and practice materials in beginning typing texts were specifically examined for nouns, verbs, adverbs and adjectives the student must know in learning to type. After examining the major instructional areas which were found in all of the beginning typing texts, the word list was divided into four major instructional categories:

a. learning the keyboard letters and numbers
b. learning machine parts
c. speed development
d. accuracy improvement

Each word was looked up in Roget's Thesaurus to determine the appropriate classification number(s). Beginning typing texts were specifically inspected for verbs indicating specific skills a typist possesses. Each word was looked up in Roget's Thesaurus to determine the appropriate classification number. Beginning and advanced typing texts were searched for simple and complex typing tasks. Nouns were selected which indicated tasks and prerequisite terminology which students need to know before completing typing tasks. The names of tasks and prerequisite termin-

ology were combined with specific skills verbs in initial, optional and final production steps. Beginning and advanced typing texts were examined for prepositions used in typing. Each preposition was looked up in Roget's Thesaurus to determine the appropriate classification number. Several unique problems were encountered in determining the classification number of some of the words. Several of the words were found to have more than one suitable classification number.

Conclusions

Typing vocabulary is a very specialized vocabulary. The vocabulary of beginning and advanced typing is literal in nature. This vocabulary is made up of specifically observable things to be learned, such as keyboard letters and numbers, machine parts and actions, or processes, to be performed in completing general typing tasks. The vocabulary of beginning and advanced typing is restricted with regard to semantic classification. Two-thirds of the learning-to-type vocabulary involves Classes Two (Space) and Six (Intellect). Approximately 2/3 of learning-to-type vocabulary and specific-typing-skills vocabulary remains the same. One-third of the vocabulary changes in its semantic meaning from intellect vocabulary (categories including Intellectual Faculties and Processes and Communication of Ideas) to abstract relations vocabulary (categories including Quantity, Order and Number). The vocabulary for typing general typing tasks involves abstract relations, space intellect and volition. The prepositions in typing texts involve space and abstract relations.

This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

Robert A. Pavlik
(Advisor)

Date June 7, 1982

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INTRODUCTION

Typing classes, like other secondary school subjects, have both general, everyday vocabulary and specialized vocabulary. Many typing teachers realize the importance of vocabulary when students are learning to type. Such teachers are concerned about the apparent difficulty students are having with typing because of vocabulary barriers and difficulties.

One major area of concern for these content area teachers, including Business Education teachers, is the need to recognize the importance of teaching specialized vocabulary. Typing students must acquire a vocabulary which will help them in learning to type, and they must broaden that vocabulary as specific typing skills are developed and general typing tasks are completed. An additional area of concern to typing teachers is that they may frequently not realize that a student is not mastering typing because he or she cannot handle the vocabulary that is involved. To such a student, typing may very well seem like a foreign language. It is essential that typing students develop a functional vocabulary in typing classes. Typing teachers are beginning to recognize the fact that they must teach the language of typing and implement a repertoire of vocabulary instructional strategies to help their students.

Typing teachers need practical suggestions for incorporating the teaching of reading skills, especially vocabulary, into the teaching

of typing (Herber, p. 7.)[1] Business Education teachers are beginning to ask themselves the following questions regarding typing vocabulary:

1.) How can I effectively help students improve their typing vocabulary?

2.) Will the time I spend in teaching vocabulary yield more articulate students and/or more learning?

3.) What can I do about eliminating specific vocabulary problems in typing?

All three of these questions are valid concerns for any content area teacher.

A few strategies which may prove to be helpful but which will not be explained in detail in this study are:

1.) the cloze procedure

2.) proper use of teacher's manuals

3.) directed reading activities

4.) utilization of sections of the text which preview vocabulary

5.) assessment of ability by using standardized tests and/or informal evaluation

These strategies may be used to increase comprehension as well as vocabulary.

In selecting and teaching vocabulary, teachers must seek ways to help their students increase their typing vocabulary as well as make certain that their students are able to use the new vocabulary correctly while developing and applying their typing skills. Word attack skills are another important concern in teaching students to decode typing vocabulary. Students must also be skillful in using context clues, structural analysis and the dictionary as tools for increasing their comprehension level.

In selecting materials in the content areas, teachers must look at the difficulty level of the technical vocabulary and identify that vocabulary which is likely to impede reading (Hasselriis and Sanders, pp. 85-86).[2] When selecting a text, a typewriting teacher would be wise if he or she looked at the way in which vocabulary is presented. Are the new words in italics or bold face print? Are they in small enough groups (Ahrendt and Haselton, p. 316)?[3] Are there any context clues? These are all important questions which must be answered about the vocabulary at all levels of typing. Students must be able to use the vocabulary in learning to type as a prerequisite to performing the processes involved in developing typing skills and completing general typing tasks.

When testing students, teachers often wonder about which typing words students should know by grade level (Typing I versus Typing II). Typing I vocabulary can be seen as extremely important in this regard because all that the student does in Typing I serves as the foundation for what is done in Typing II. Some examples of such words might be the following: home row, pica, elite, horizontal, vertical, platen and syllables.

Business teachers are also beginning to focus in on the kinds of vocabulary that students will encounter in typing. They realize that there is a need to know the kinds of vocabulary words used in typing. A listing of the vocabulary classifications according to Roget's Thesaurus and sample words from typing classes appear below.

CLASS ONE: ABSTRACT RELATIONS

combinations
regulate

CLASS TWO: SPACE

adjacent
adjust

CLASS THREE: PHYSICS

electric
element

CLASS FOUR: MATTER

(none)

CLASS FIVE: SENSATION

strokes (no others)

CLASS SIX: INTELLECT

accuracy
error

CLSSS SEVEN: VOLITION

manipulate
correct

CLASS EIGHT: AFFECTIONS

salutation
references

A complete listing of the classification scheme from Roget's Thesaurus appears as Appendix A.

A complete listing of the typing vocabulary included in this research paper appears as Appendix F.

Purpose of the Research Paper

In view of the previously mentioned concerns in the area of typing vocabulary, it is important that typewriting teachers become aware of the kinds of vocabulary involved in their subject area. This researcher classified typewriting vocabulary as it relates to three specific steps in 1.) learning to type, 2.) specific skills in typing and 3.) six tasks performed in typewriting.

Research Questions

With respect to the purpose of this study, the following questions were answered:

1. What kinds of vocabulary are essential to learn to type?
2. What are the percentages of the major semantic categories for the vocabulary of learning to type?
3. What kinds of vocabulary are essential in acquiring specific typing skills?
4. What are the percentages of the major semantic categories for the vocabulary of specific typing skills?
5. What kinds of vocabulary are essential in performing general typing tasks?
6. What are the percentages of the major semantic categories for the vocabulary in performing general typing tasks?
7. What kinds of prepositions are essential in typing classes?
8. What are the percentages of the major semantic categories for the prepositions used in typing?

Procedures

The researcher examined both instructional and practice materials in beginning typing texts specifically looking for nouns, verbs, adverbs and adjectives the student must know in learning to type. After examining the major instructional areas which were found in all of the beginning typing texts, the researcher divided the word list into four major instructional categories:

a. learning the keyboard letters and numbers
b. learning machine parts
c. speed development
d. accuracy improvement

The researcher looked up each word in Roget's Thesaurus to determine the appropriate classification number(s). For example, vertical is one word a student would have to know while learning to type. Vertical has a classification number of 213.2. The researcher used the classification number to determine the correct position of the word in a major classification. Vertical has the following classification:

CLASS TWO: SPACE
II. DIMENSIONS
B. Linear Dimensions
213.2 Verticalness

* vertical

The researcher inspected beginning typing texts specifically looking for verbs indicating specific skills a typist possesses. The researcher looked up each word in Roget's Thesaurus to determine the appropriate classification number. For example, the word hyphenate has a classification number of 586.16. The researcher used the classification number to determine the correct position of the word in a major class. Hyphenate has the following classification:

CLASS SIX: INTELLECT
H. Grammar
586.16 Grammar

* hyphenate

The researcher examined beginning and advanced typing texts searching for simple and complex typing tasks. The researcher selected nouns indicating tasks and prerequisite terminology which students need to know before completing typing tasks. For example, students have to know what the words reference and resume mean before they type a data sheet. The researcher looked up each word in Roget's Thesaurus to determine the appropriate classification number(s). The word resume has a classification number of 608.4. The researcher used the classification number to determine the correct position of the word in a major class. Resume has the following classification number:

CLASS SIX: INTELLECT
III. COMMUNICATION OF IDEAS
608.4 Description

* resume

The researcher combined the names of tasks and prerequisite terminology with specific skills verbs required in initial, optional and final production steps. For example, company signature is a prerequisite in the task of typing a letter while set is an essential verb, and indent and endorse are additional essential processes. The signed letter constitutes the product terminology.

The researcher examined beginning and advanced typing texts for prepositions used in typing. The researcher looked up each preposition in Roget's Thesaurus to determine the appropriate classification number. For example, the word about has a classification number of 9.13. The researcher used the classification number to determine the correct

position of each word in a major class. About has the following classification number:

CLASS ONE: ABSTRACT RELATIONS
II. RELATION
A. Absolute Relation
9.13 Relation

* about

The researcher encountered several unique problems in determining the classification number of some of the words. Several of the words, such as spread, in the typing skills section, were found to have more than one suitable classification number. Spread can be placed in Class Two - Section II - Parts A and B. In addition, several words, such as backspace (or pivot) in the learning-to-type section, posed a question as to a suitable classification number. Backspace did not appear in the Thesaurus at all. Pivot could not be seen as clearly fitting into a definite classification. The classification selected was the following:

CLASS TWO: SPACE
IV. MOTION
D. Motion With Reference to Direction
295.7 Regression

* pivot

This classification was selected because it was the closest to the meaning of the word as it is used in typewriting.

Findings

The major purpose of this research paper was to describe the vocabulary used in secondary school typing classes. The first research question was: What kinds of vocabulary are essential to learn to type? Table 1 contains an alphabetic listing of words for learning to type. (See Table 1.) By listing vocabulary words from six contemporary texts used in secondary school typing classes, 46 words were found to be common, essential words among the six texts. The asterisk appears in front of those words for machine parts. Table 1, in essence, is a comprehensive list of learning-to-type vocabulary.

Table 1

Master List of Learning to Type Vocabulary

accuracy
adjacent
alphabetic
alternate (hand)
backspace (pivot)
* bail
balanced(hand)
capitalize
* carrier
combinations
correctly
cumulative
* cylinder
electric
* element
elite
error
GWAM (wam)
home row
horizontal
* impression
indent (indention, indentation)
* index
* indicator
intensity
* lever
manipulate
manual
* margin
numeric
operate
pace
pica
* pitch
platen
* ratchet
return
rhythm
strokes
syllables
syllabic (intensity)
symbols
* tabulator
transpose
* variable
vertical

* indicates machine parts

N = 46

Research question two was: What are the percentages of the major semantic categories for the vocabulary of learning to type? Table 1a contains a summary of the percentage distribution of the words in Table 1 according to the classification scheme of Roget's Thesaurus. (See Table 1a.) Classes Four and Eight contained none of the learning-to-type vocabulary. Sixteen (or 35%) of the words, such as vertical and horizontal, were found in Class Two - Space. Fourteen (or 30%) of the words, such as accuracy and elite, were found in Class Six - Intellect.

See Appendix B for a complete list of learning-to-type vocabulary grouped according to their respective general classes and specific categories. Words appear in parentheses when they appear in more than one category. Three of the words in the learning-to-type vocabulary, namely manipulate, operate and horizontal have dual classification. All of the multiple classifications in this research paper except two are in the same class as the original classification. For example, horizontal is classified in Class Two - Space, Categories II (Dimensions) and III (Structure; Form). Manipulate and operate were both classified in Classes One and Seven. Since the above mentioned words have restricted multiple classifications which are limited to two classes, it is essential to focus on each of the classifications or meanings when teaching typewriting ovcabulary.

Table 1a

Percentages of Learning to Type Vocabulary
Grouped by Major Classes in Roget's Thesaurus

Class One - 15%

Two - 35%

Three - 15%

Five - 2%

Six - 30%

Seven - 2%

Table 2 yields additional insight into the list of words contained in Table 1 in that it groups the words according to the four most common units of study within beginning typing courses, namely, keyboard letter and numbers, machine parts, speed development and accuracy improvement. The double asterisk appears in front of those words for typing processes.

Thirteen (or 28%) of the words, such as home row and symbols were found to be essential vocabulary in learning keyboard letters and numbers. Twenty-five (or 54%) of the words, such as cylinder and element, were found to be essential vocabulary in learning machine parts. Four (or 9%) of the words, such as pace and rhythm, were found to be essential vocabulary in developing speed. Four (or 9%) of the words, such as accuracy and error were found to essential vocabulary in improving accuracy.

Table 2

LIST OF LEARNING TO TYPE VOCABULARY
GROUPED BY MAJOR INSTRUCTIONAL OBJECTIVES

1. Letters and Numbers	2. Machine Parts	3. Speed Development	4. Accuracy Improvement
adjacent	backspace (also pivot)	cumulative	accuracy
alphabetic	bail	GWAM	correct(ly)
alternate	carrier	pace	error
balanced	cylinder	rhythm	transpose
capitalize	electric		
combinations	element		
home row	elite		
numeric	horizontal		
strike	impression		
strokes	indent		
syllables	index		
syllabic intensity	indicator		
symbols	lever		
	manipulate		
	manual		
	margin		
	operate		
	pica		
	pitch		
	platen		
	ratchet		
	return		
	tabulator		
	variable		
	vertical		

** indicates processes N = 46

The third research question was: What kinds of vocabulary are essential in acquiring specific typing skills? Table 3 contains an alphabetic listing of words for specific typing skills. (See Table 3.) By listing vocabulary words from the same six contemporary texts mentioned in the discussion of Table 1, 62 words were found to be common, essential words in acquiring specific typing skills. Table 3, in essence, is a comprehensive list of specific-typing-skills vocabulary.

Table 3

List of Vocabulary for Specific Typing Skills

abbreviate	divide	quote
address	duplicate	regulate
adjust	enclose	release
align	endorse	remove
alphabetize	erase	repeat
arrange	feed	respond
assemble	fold	return
claculate	hyphenate	reverse
capitalize	indent	revise
center	initial	rule
change	insert	set
circle	invert	shift
clear	justify	sign
compose	label	space
compute	mail	spread
construct	number	squeeze
copy	omit	strike
correct	photocopy	syllabicate
correspond	position	tabulate
delete	proofread	underscore
depress	punctuate	

N = 62

Research question four was: What are the percentages of the major semantic categories for the vocabulary of specific typing skills? Table 3a contains a summary of the percentage distribution of the words in Table 3 according to the classification scheme in Roget's Thesaurus. (See Table 3.) Classes Three, Four, Five and Eight contained none of the specific-typing-skills vocabulary. Twenty-nine (or 40%) of the words, such as delete and alphabetize, were found in Class One - Abstract Relations. Twenty (or 29%) of the words, such as center and insert, were categorized in Class Two - Space.

See Appendix C for a complete list of specific-typing-skills vocabulary grouped according to their respective general classes and specific categories. Words appear in parentheses when they appear in more than one category. Four of the words in the specific-typing-skills vocabulary, namely copy, omit, spread and indent, have dual classification. Regulate was found to have a triple classification.

Table 3a

Percentage of Specific Typing Skills Vocabulary Grouped by Major Classes in Roget's Thesaurus

Class One: - 40%

Two - 29

Six - 26

Seven - 5

The fifth research question was: What kinds of vocabulary are essential in performing general typing tasks? Table 4 contains an alphabetic list of general typing tasks (or functions) which a skilled typist performs. (See Table 4.) Six tasks were found to be common functions among the six texts examined.

Table 4

List of General Typing Tasks

Applications (credit, job, etc.)

Data Sheets (resume)

Forms

Legal Documents

Letters including:

- envelopes
- memos
- postal cards

Manuscripts

Tables

Tables 4a-1 to 4a-6 contain alphabetic listings of prerequisite terminology a typist must know before starting a task, processes the typist must perform while completing a task (including initial, optional and final) and the product which will be the end result of performing the process. For example, in Table 4a-1, reference is a prerequisite term in the task of typing an application, while set is an essential process, and align and indent are additional essential steps. The application constitutes the end product. (See Table 4a-1.)

In Table 4a-2, requisition is a prerequisite term in the task of typing a purchase requisition while clear is an essential process and tabulate and compute are additional essential steps. The requisition constitutes the end product. (See Table 4a-2.)

In Table 4a-3, promissory is a prerequisite term in the task of typing a legal document, while adjust is an essential process, and punctuate and proofread are additional essential steps. The note constitutes the end product. (See Table 4a-3.)

In Table 4a-4, company signature is a prerequisite term in the task of typing a letter, while insert is an essential process, and address and endorse are additional essential steps. The letter constitutes the end product. (See Table 4a-4.)

In Table 4a-5, footnotes is a prerequisite term in the task of typing a manuscript, while set is an essential process, and quote and reverse are additional essential steps. The manuscript constitutes the end product. (See Table 4a-5.)

In Table 4a-6, boxed is a prerequisite term in the task of typing a table, while arrange is an essential process, and center and spread are additional essential steps. The table constitutes the end product. (See Table 4a-6.)

Table 4a-1

List of Vocabulary for Preparing Applications and Data Sheets

Prerequisites	Processes	Products
application	(Initial Steps)	applications
chronological	feed set	(credit) (job)
experience		
previous	(Optional Sequences)	data sheet (resume)
prior	adjust align	
reference	arrange assemble	
resume	capitalize correct delete depress divide duplicate erase hyphenate indent insert omit photocopy position punctuate regulate respond return revise shift strike syllabicate tabulate underscore	N = 42
	(Final Steps)	
	endorse mail proofread release remove sign	

Table 4a-2

List of Vocabulary for Preparing Forms

Prerequisites	Processes	Products
credit	(Initial Steps)	earnings record
description	adjust	invoices
invoices	clear feed	payroll register
quantity	set	purchase orders
requisition	(Optional Sequences)	purchase requisitions
stock	abbreviate	stock requisitions
telegram	address align	telegrams
unit price	calculate capitalize	vouchers
vouchers	compute copy	W-2 forms
withholding	correct depress	
	erase	
	indent	
	mail	
	number	
	regulate	
	respond	
	return	
	shift	N = 41
	space	
	strike	
	syllabicate	
	tabulate	
	(Final Steps)	
	proofread	
	release	
	remove	

Table 4a-3

List of Vocabulary for Preparing Legal Documents

Prerequisite	Processes	Product
balance sheet	(Initial Steps)	balance sheet
bill of sale	adjust	bill of sale
contract	clear	contracts
document	feed	notes
income statement	set	power of attorney
leaders	(Optional Sequences)	statements
legal	capitalize	wills
note	change	
power of attorney	copy	
promissory	correct	
reconciliation	delete	
	depress	
	divide	
	duplicate	
	erase	
	hyphenate	
	indent	N = 44
	insert	
	omit	
	photocopy	
	punctuate	
	regulate	
	respond	
	return	
	revise	
	shift	
	space	
	strike	
	syllabicate	
	(Final Steps)	
	endorse	
	proofread	
	release	
	remove	
	sign	

Table 4a-4

List of Vocabulary for Preparing Letters
(including memos, envelopes, postal cards)

Prerequisites	Processes	Products
attention line	(Initial Steps)	envelopes with attention line special delivery note
baronial	adjust feed	
blocked	insert set	letters with attention line cc notation company signature enclosures reference initials subject line tables
body	(Optional Sequences)	
cc notation		
closing	abbreviate address	
company signature	capitalize center	memos
date line	correct correspond	postal cards
enclosure	depress divide	
inside address	duplicate erase	
letterhead	hyphenate indent	
memo	initial invert	
monarch	label punctuate	
reference initials	respond return	N = 59
return address	shift space	
salutation	syllabicate strike	
simplified	tabulate	
subject line	(Final Steps)	
ZIP Code	enclose endorse fold mail photocopy proofread release remove sign	

Table 4a-5

List of Vocabulary for Preparing Manuscripts

Prerequisites	Processes	Products
balance line	(Initial Steps)	itineraries
bibliography	adjust	manuscripts with
	feed	balance line
bound	set	bibliography
		bound
by line	(Optional Sequences)	enumerations
		footnotes
enumerations		sideheadings
	abbreviate	unbound
footnotes	capitalize	
	center	news releases
itinerary	copy	
	correct	
manuscripts	delete	
	depress	
news release	divide	
	erase	
revision symbols	hyphenate	
	indent	
rough draft	insert	
	number	
sideheadings	omit	
	punctuate	
unbound	quote	
	regulate	N = 45
	respond	
	return	
	revise	
	shift	
	space	
	strike	
	syllabicate	
	tabulate	
	underscore	
	(Final Steps)	
	proofread	
	release	
	remove	

Table 4a-6

List of Vocabulary for Preparing Tables

Prerequisites	Processes	Products
boxed	(Initial Steps)	tables that are boxed braced open ruled
braced	adjust arrange calculate compute clear copy feed set	
columns		
headings		
open		
ruled	(Optional Sequences)	
subtitle		
table	abbreviate capitalize center correct depress erase indent regulate respond return rule shift space spread squeeze strike tabulate	
title		N = 37
	(Final Steps)	
	proofread release remove	

Research question six was: What are the percentages of the major semantic categories for the vocabulary used in performing general typing tasks? Table 4b contains a summary of the percentage distribution of the prerequisite, process and product terminology for general typing tasks according to the classification scheme in Roget's Thesaurus. (See Table 4b.) Classes Three, Four and Five contained none of the general typing task vocabulary. Forty-one percent of the vocabulary used in typing tables, such as columns and ruled, was found in Class Six - Intellect. Forty percent of the vocabulary used in typing applications and data sheets, such as chronological and previous, is in Class One - Abstract Relations.

See Appendix D for a complete list of general typing task vocabulary (prerequisite and product) grouped according to their respective general class and specific categories.

See Appendix C for a complete list of general typing task vocabulary (Processes) grouped according to their respective general classes and specific categories. Tables 4a-1-6 contain a list of general typing task vocabulary grouped by specific task.

Table 4b

SUMMARY OF WORD CLASSIFICATIONS
FOR GENERAL TYPING TASKS

TASKS	Class I	II	III	IV	V	VI	VII	VIII
Applications and Data Sheets	40%	26%	0%	0%	0%	19%	12%	2%
Forms	34	22	0	0	0	17	27	0
Legal Documents	32	23	0	0	0	20	25	0
Letters	25	29	0	0	0	36	7	2
Manuscripts	38	29	0	0	0	24	9	0
Tables	32	41	0	0	0	22	5	0

The seventh research question was: What kinds of prepositions are essential in typing classes? Table 5 contains an alphabetic listing of prepositions used in typing classes. (See Table 5.) Twenty-eight prepositions were found to be common words in the six texts. Table 5, in essence, is a comprehensive list of prepositions used in all three phases of typing - namely, learning to type, acquiring specific skills and performing general typing tasks.

Table 5

List of Prepositions in Typing Textbooks

about	in
above	inside
across	of
after	off
among	on
as	out
at	over
before	through
below	to
between	under
by	until
down	up
for	with
from	within

The eighth research question was: What are the percentages of the major semantic categories for the prepositions used in typing? Table 5a contains a summary of the percentage distributions of the prepositions in Table 5 according to the classification scheme in Roget's Thesaurus. (See Table 5a.) Classes Three, Four, Five, Six and Eight contained none of the prepositions used in typing. Fifteen (or 54%) of the words, such as inside and between, were categorized in Class Two - Space. Eight (or 28%) of the words, such as from and until, were categorized in Class One - Abstract Relations.

See Appendix E for a complete list of prepositions used in typing grouped according to their respective general class and specific categories.

Table 5a

Percentages of Prepositions in Typing Texts
Grouped According to Major Classes in Roget's Thesaurus

Class One - 28%

Two - 54

Seven - 18

Conclusions

Typing vocabulary is a very specialized vocabulary. The vocabulary of beginning and advanced typing is literal in nature. This vocabulary is made up of specifically observable things to be learned, such as keyboard letters and numbers, machine parts and actions, or processes, in completing general typing tasks.

The vocabulary of beginning and advanced typing is restricted with regard to semantic classification. Two-thirds of the learning-to-type vocabulary involves Classes Two (Space) and Six (Intellect).

Approximately 2/3 of learning-to-type vocabulary and specific-typing-skills vocabulary remains the same.

One-third of the vocabulary changes in its semantic meaning from intellect vocabulary (categories including Intellectual Faculties and Processes and Communication of Ideas) to abstract relations vocabulary (categories including Quantity, Order, and Number).

The vocabulary for typing general typing tasks involves abstract relations, space, intellect and volition.

The prepositions in typing texts involve space and abstract relations.

Discussion

The word classification system in Roget's Thesaurus served as a valuable and valid base for this project. Most of the typing vocabulary was found in the index for the Thesaurus.

Very few minor problems were encountered. Four words found in Roget, such as pivot, cylinder, platen and home row, did not fit the meaning of those words in the context of typewriting. Two other typing vocabulary words, such as backspace and ZIP Code, were not found in the word classification system of Roget's Thesaurus.

This study did not attempt to research the frequency of beginning and advanced typing vocabulary. Future studies might look at the frequency aspect of typing vocabulary in varying contexts: typing texts, lesson presentations and discussions, simulation projects and on-the-job tasks. Differing situations may require that vocabulary be used with significantly different focus.

This research paper could be used by Business Education teachers as an aid in evaluating the dictionary and typewriting text glossaries and indexes as a source in defining typing vocabulary. Business teachers could use the findings and conclusions of this study immediately. Since vocabulary is essential in beginning and advanced typing classes, students may, from time to time, use school and professional dictionaries for defining key vocabulary. Typing teachers could select from the list of 206 key vocabulary words in typing classes in checking the accuracy of dictionary definitions for typing contexts. The master list of 206 terms serves as a comprehensive tool for studying typing terms.

Colleges could consider the findings and conclusions of this research paper when deciding what background to provide in preparing business education teachers. They may wish to emphasize typing curriculum that relates specifically to the key vocabulary words in high school typing classes. In essence, the master list of typing vocabulary could serve as a basis for evaluating and designing education courses for business education teachers.

Publishers could use the findings and conclusions of this study to assess comprehensively how they develop understanding of typing vocabulary. More specifically, publishers could assess the comprehensiveness of text glossaries. They could assess how the chapters and glossary work together in developing appropriate definitions for the essential typing vocabulary.

Reading researchers, finally, may wish to consider the techniques for vocabulary development that may be related to specific semantic categories within the classification scheme of Roget's Thesaurus. In other words, what vocabulary techniques could teachers use for typing words that are classified within abstract relations, space, volition and intellect.

Appendix A: Summary of Classes and Categories in Roget's Thesaurus

CLASS ONE: ABSTRACT RELATIONS

I. EXISTENCE

- A. Being in the Abstract
- B. Being in the Concrete
- C. Formal Existence
- D. Modal Existence

II. RELATION

- A. Absolute Relation
- B. Partial Relation
- C. Correspondence of Relationship

III. QUANTITY

- A. Simple Quantity
- B. Comparative Quantity
- C. Conjunctive Quantity
- D. Wholeness

IV. ORDER

- A. Order in General
- B. Consecutive Order
- C. Collective Order
- D. Distributive Order
- E. Conformity to Rule

V. NUMBER

- A. Number in General
- B. Determinate Number
- C. Indeterminate Number

VI. TIME

- A. Absolute Time
- B. Relative Time
- C. Time With Reference to Age
- D. Time With Reference to Season
- E. Recurrent Time

VII. CHANGE

VIII. EVENT

IX. CAUSATION

X. POWER

- A. Power in General
- B. Power in Operation
- C. Indirect Power
- D. Combination of Forces

CLASS TWO: SPACE

I. SPACE IN GENERAL

A. Abstract Space
B. Specific Space
C. Relative Space
D. Existence in Space

II. DIMENSIONS

A. General Dimensions
B. Linear Dimensions
C. External and Internal Dimensions

III. STRUCTURE; FORM

A. General Form
B. Special Form
C. Superficial Form

IV. MOTION

A. Motion in General
B. Change of Place
C. Motion Conjoined With Force
D. Motion With Reference to Direction

CLASS THREE: PHYSICS

I. PHYSICS

II. HEAT

III. LIGHT

IV. ELECTRICITY AND ELECTRONICS

V. MECHANICS

VI. PHYSICAL PROPERTIES

VII. COLOR

CLASS FOUR: MATTER

I. MATTER IN GENERAL

II. INORGANIC MATTER

- A. Mineral Kingdom
- B. Soil
- C. Liquids
- D. Vapors

III. ORGANIC MATTER

- A. Animal and Vegetable Kingdom
- B. Vitality
- C. Vegetable Life
- D. Animal Life
- E. Mankind
- F. Male and Female

CLASS FIVE: SENSATION

I. SENSATION IN GENERAL

II. TOUCH

III. TASTE

IV. SMELL

V. SIGHT

VI. HEARING

- A. Perception of Sound
- B. Sound
- C. Specific Sound
- D. Unmusical Sound
- E. Musical Sound

CLASS SIX: INTELLECT

I. INTELLECTUAL FACULTIES AND PROCESSES

- A. Faculties
- B. Comprehension
- C. Functions of the Mind
- D. Reasoning Processes
- E. Consideration
- F. Assessment
- G. Conclusion

H. Theory
I. Belief
J. Grounds for Belief
K. Qualifications
L. Conformity to Fact
M. Acceptance

II. STATES OF MIND

A. Mental Attitudes
B. Creative Thought
C. Recollection
D. Anticipation

III. COMMUNICATION OF IDEAS

A. Nature of Ideas Communicated
B. Modes of Communication
C. Education
D. Indication
E. Representation
F. Arts of Design
G. Language
H. Grammar
I. Style; Mode of Expression
J. Spoken Language
K. Written Language
L. Linguistic Representation
M. Uncommunicativeness; Secrecy
N. Falsehood

CLASS SEVEN: VOLITION

I. VOLITION IN GENERAL

A. Will
B. Resolution; Determination
C. Irresolution; Caprice
D. Evasion
E. Inclination
F. Choice
G. Custom
H. Motive
I. Purpose
J. Ways and Means
K. Use

II. CONDITIONS

- A. Adaptation to Ends
- B. Wholesomeness
- C. Health
- D. Physical Progress
- E. Security

III. VOLUNTARY ACTION

- A. Action
- B. Exertion; Endeavor
- C. Preparation
- D. Accomplishment
- E. Adroitness
- F. Conduct

IV. AUTHORITY; CONTROL

- A. Prerogative
- B. Politics and Government
- C. Direction
- D. Directions
- E. Constraint
- F. Restraint
- G. Unrestraint
- H. Subjugation
- I. Compliance
- J. Pledge
- K. Proposal
- L. Consent
- M. Commission

V. SUPPORT AND OPPOSITION

- A. Support
- B. Opposition
- C. Concord
- D. Contention
- E. Peace
- F. Mid-Course

VI. POSSESSIVE RELATIONS

- A. Possession
- B. Sharing
- C. Transfer of Property
- D. Appropriation
- E. Interchange of Property
- F. Monetary Relations

CLASS EIGHT: AFFECTIONS

I. PERSONAL AFFECTIONS

A. Emotion
B. Excitability
C. Pleasure and Pleasureableness
D. Anticipative Emotions
E. Concern
F. Discriminative Affections
G. Pride
H. Esteem
I. Contemplative Emotions

II. SYMPATHETIC AFFECTIONS

A. Social Relations
B. Social Affections
C. Civility
D. Benevolence
E. Sympathy
F. Gratefulness
G. Ill Humor
H. Selfish Resentment
I. Reprisal

III. MORALITY

A. Morals
B. Moral Obligation
C. Moral Sentiments
D. Moral Conditions
E. Moral Practice
F. Moral Observance

IV. RELIGION

A. Supernatural Beings
B. Supernatural Regions
C. Religious Beliefs
D. Religious Quality
E. Religious Sentiments
F. Religious Practice
G. Supernaturalism
H. Churchdom

Appendix B: Learning-to-Type Vocabulary Grouped by General Class and Specific Categories

CLASS ONE: ABSTRACT RELATIONS

III. QUANTITY
C. Conjunctive Quantity
44.1 Mixture

* combinations

D. Wholeness
54.9 Whole

* GWAM (wam)

IV. ORDER
C. Collective Order
74.23 Assemblage

* cumulative

V. NUMBER
A. Number in General
86.8 Number

* numeric

VII. CHANGE
141.6 Changeableness

* variable

X. POWER
B. Power in Operation
164.5 Operation

* (manipulate)

* (operate)

CLASS TWO: SPACE

II. DIMENSIONS
A. General Dimensions
200.16 Nearness

* adjacent

B. Linear Dimensions

213.2 Verticalness

* vertical

214.7 Horizontalness

* (horizontal)

220.5 Inversion

* transpose

C. External and Internal Dimensions

235.4 Bounds

* margin

III. STRUCTURE, FORM

A. General Form

248.4 Symmetry

* balanced

B. Special Form

250.6 Straightness

* (horizontal)

255.4 Sphericity, Rotundity

* cylinder

* platen

C. Superficial Form

257.14 Concavity

* indent

IV. MOTION

A. Motion in General

267.4 Motion

* pace

267.5 Motion

* index

B. Change of Place

271.5 Transference

* carrier

D. Motion With Reference to Direction

295.7 Regression

* backspace

295.8 Regression

* return

301.5 Departure

* home row

323.19 Oscillation

* alternate

CLASS THREE: PHYSICS

IV. ELECTRICITY AND ELECTRONICS

342.27 Electricity

* electric

V. MECHANICS

348.5 Tools and Machinery

* bail

* element

* manual

* ratchet

* tabulator

VI. PHYSICAL PROPERTIES

354.1 Density

* intensity

CLASS FIVE: SENSATION

II. TOUCH

425.1 Touch

* strokes

CLASS SIX: INTELLECT

I. INTELLECTUAL FACULTIES AND PROCESSES

L. Conformity to Fact

516.3 Truth

* accuracy

516.15 Truth

* correct(ly)

518.3 Error

* error

III. COMMUNICATION OF IDEAS

D. Indication

568.2 Indication

* indicator

G. Language

581.1 Letter

* symbol

581.6 Letter

* capitalize

581.8 Letter

* alphabetic

J. Spoken Language

594.13 Speech

* syllables

594.31 Speech

* syllabic intensity

K. Written Language

603.3 Printing

* impression

603.6 Printing

* elite

* pica

* pitch

L. Linguistic Representation
609.9 Poetry

* rhythm

CLASS SEVEN: VOLITION

I. VOLITION IN GENERAL
J. Ways and Means
658.3 Means

* lever

K. Use
665.10 Use

* (manipulate)

* (operate)

Appendix C: Specific-Typing-Skills Vocabulary Grouped by General Class and Specific Categories

CLASS ONE: ABSTRACT RELATIONS

I. RELATION

A. Absolute Relation

14.6 Identity

* (copy

17.4 Unif[illegible]ty

* (regulate)

B. Partial Relation

24.5 Copy

* photocopy

24.8 Copy

* (copy)

C. Correspondence of Relationship

26.7 Agreement

* (regulate)

* set

III QUANTITY

C. Conjunctive Quantity

42.12 Subtraction

* delete

* erase

* (omit)

49.9 Separation

* divide

49.10 Separation

* release

D. Wholeness

58.3 Composition

* assemble

IV. ORDER

A. Order in General

59.4 Order

* arrange

60.10 Arrangement

* (regulate)

61.6 Classification

* alphabetize

B. Consecutive Order

71.5 Continuity

* align

D. Distributive Order

76.3 Inclusion

* enclose

77.4 Exclusion

* (omit)

77.5 Exclusion

* clear

V. NUMBER

A. Number in General

87.10 Numeration

* number

87.11 Numeration

* calculate

* compute

88.8 List

* tabulate

C. Intermediate Number

103.7 Repetition

* quote

* repeat

VII. CHANGE

139.5 Change

* shift

149.4 Substitution

* change

X. POWER

B. Power

167.10 Production, Birth

* construct

169.7 Reproduction, Procreation

* duplicate

CLASS TWO: SPACE

I. SPACE IN GENERAL

C. Relative Space

184.10 Location

* position

II. DIMENSIONS

A. General Dimensions

195.15 Size

* adjust

197.6 Expansion, Growth

* (spread)

198.8 Contraction

* squeeze

201.3 Interval

* space

B. Linear Dimensions

203.6 Shortness

* abbreviate

204.4 Breadth, Thickness

* (spread)

220.5 Inversion

* invert

* reverse

C. External and Internal Dimensions

226.9 Centrality

* center

233.7 Environment

* circle

237.6 Interposition

* insert

III. STRUCTURE; FORM

C. Superficial Form

257.14 Concavity

* depress

* (indent)

262.4 Notch

* (indent)

264.5 Fold

* fold

IV. MOTION

C. Motion Conjoined With Force

283.13 Impulse, Impact

* strike

284.5 Reaction

* respond

D. Motion With Reference to Direction

295.8 Regression

* return

305.10 Extraction

* remove

CLASS SIX: INTELLECT

I. INTELLECTUAL FACULTIES AND PROCESSES

F. Assessment

490.12 Measurement

* rule

III COMMUNICATION OF IDEAS

D. Indication

568.19 Indication

* underscore

G. Language

581.6 Letter

* capitalize

* initial

* sign

581.7 Letter

* syllabicate

583.11 Nomenclature

* label

H. Grammar

586.16 Grammar

* hyphenate

* punctuate

K. Written Language

602.19 Writing

* revise

602.21 Writing

* compose

603.16 Printing

* justify

603.17 Printing

* proofread

604.11 Correspondence

* correspond

604.13 Correspondence

* mail

604.14 Correspondence

* address

CLASS SEVEN: VOLITION

I. VOLITION IN GENERAL
J. Ways and Means
659.9 Provision, Equipment

* feed

II. CONDITIONS
D. Physical Progress
691.12 Improvement

* correct

IV. AUTHORITY; CONTROL
J. Pledge
772.9 Security

* endorse

Appendix D: General Typing Task Vocabulary Grouped by General Class and Specific Categories

CLASS ONE: ABSTRACT RELATIONS

II. RELATION

B. Partial Relation

24.2 Copy

* carbon copy notation

C. Correspondence of Relationship

26.4 Agreement

* reconciliation

III. QUANTITY

B. Comparative Quantity

30.6 Equality

* balance line

C. Conjunctive Quantity

45.9 Simplicity

* simplified

47.13 Joining

* bound

49.22 Separation

* unbound

D. Wholeness

54.6 Whole

* body

IV. ORDER

B. Consecutive Order

70.9 End

* closing

V. NUMBER

A. Number in General

86.5 Number

* quantity

88.1 List

* enumeration

88.2 List

* table

B. Determinate Number

89.3 Unity

* unit price

VI. TIME

A. Absolute Time

105.7 Time

* chronological

114.4 Measurement of Time

* date line

B. Relative Time

116.4 Priority

* previous

* prior

IX. CAUSATION

155.2 Attribution

* by line

CLASS TWO: SPACE

I. SPACE IN GENERAL

D. Existence in Space

194.6 Contents

* enclosure

II. DIMENSIONS

C. External and Internal Dimensions

225.7 Interiority

* inside address

228.18 Covering

* envelopes

236.5 Enclosure

* boxed

236.8 Enclosure

* braced

III. STRUCTURE; FORM

C. Superficial Form

265.18 Opening

* open

CLASS SIX: INTELLECT

I. INTELLECTUAL FACULTIES AND PROCESSES

E. Consideration

484.1 Topic

* subject line

484.2 Topic

* heading

* sideheading

* subtitle

* title

486.1 Answer

* return address

F. Assessment

489.2 Experiment

* rough draft

490.12 Measurement

* ruled

L. Conformity to Fact

516.13 Truth

* legal

II. STATES OF MIND

A. Mental Attitudes

530.22 Attention

* attention line

C. Recollection

537.6 Memory

* memorandum

III. COMMUNICATION OF IDEAS

A. Nature of Ideas Communicated

552.5 Interpretation

* footnotes

B. Modes of Communication

558.5 News

* news release

560.19 Communications

* telegram

G. Language

583.10 Nomenclature

* reference initials

H. Grammar

586.20 Grammar

* leaders

K. Written Language

602.10 Writing

* document

* manuscript

602.28 Writing

* blocked

602.29 Writing

* baronial

* monarch

604.4 Correspondence

* postal cards

604.5 Correspondence

* letters

604.10 Correspondence

* letterhead

* ZIP Code

605.13 Book, Periodical

* columns

605.19 Book, Periodical

* bibliography

L. Linguistic Representation
608.1 Description

* description

608.4 Description

* resume

CLASS SEVEN: VOLITION

I. VOLITION
J. Ways and Means
657.2 Way

* itinerary

II. CONDITIONS
D. Physical Progress
691.4 Improvement

* revision

III. VOLUNTARY ACTION
E. Adroitness
733.9 Skill

* experience

IV. AUTHORITY; CONTROL

F. Restraint

760.7 Restraint

* withholding

J. Pledge

771.3 Compact

* contract

K. Proposal

774.1 Request

* application

* requisition

M. Commission

780.1 Commission

* power of attorney

V. SUPPORT AND OPPOSITION

A. Support

788.9 Association

* company signature

VI. POSSESSIVE RELATIONS

C. Transfer of Property

818.10 Giving

* will

E. Interchange of Property

828.0 Purchase

* purchase order

829.1 Sale

* bill of sale

831.1 Merchandise

* stock

F. Monetary Relations

835.11 Money

* note

839.6 Financial

* credit

* promissory

841.4 Payment

* income statement

844.1 Receipts

* earnings record

844.2 Receipts

* vouchers

845.3 Accounts

* invoices

845.4 Accounts

* balance sheet

* payroll register

CLASS EIGHT: AFFECTIONS

II. SYMPATHETIC AFFECTIONS

A. Social Relations

925.4 Hospitality, Welcome

* salutation

III. MORALITY

C. Moral Sentiments

986.4 Approval

* references

Appendix E: Prepositions in Typing Classes Grouped by General Class and Specific Categories

CLASS ONE: ABSTRACT RELATIONS

II. RELATION
A. Absolute Relation
9.13 Relation

* about

* of

III. QUANTITY
C. Conjunctive Quantity
42.14 Subtraction

* from

* off

IV. ORDER
C. Collective Order
73.12 Accompaniment

* with

VI. TIME
A. Absolute Time
105.14 Time

* until

B. Relative Time
116.7 Priority

* before

117.8 Posteriority

* after

CLASS TWO: SPACE

II. DIMENSIONS
B. Linear Dimensions
208.11 Lowness

* below

* under

211.16 Top

* on

C. External and Internal Dimensions

225.15 Interiority

* at

* in

* inside

* within

228.37 Covering

* above

* over

237.12 Interposition

* among

* between

239.7 Contraposition

* across

IV. MOTION

D. Motion With Reference to Direction

290.28 Direction

* up

303.22 Egress, Emergence

* out

316.5 Descent

* down

CLASS SEVEN: VOLITION

I. VOLITION IN GENERAL

I. Purpose

653.12 Intention

* to

J. Ways and Means
657.11 Way

* as

658.7 Means

* by

* through

III. VOLUNTARY ACTION
C. Preparation
720.24 Preparation

* for

Appendix F: Master Word List for Beginning and Advanced Typing Classes

abbreviate
about
above
accuracy
across
address
adjacent
adjust
after
align
alphabetic
alphabetize
alternate (hand)
among
application
arrange
as
assemble
at
attention line
backspace (pivot)
bail
balance line
balance sheet
balanced (hand)
baronial
before
below
between
bibliography
bill of sale
blocked
body
bound
boxed
braced
by
by line
calculate
capitalize
cc notation
carrier
center
change
chronological
circle
clear
closing
columns
combinations
company signature
compose
compute
construct
contract
copy
correct(ly)
correspond
credit
cumulative
cylinder
date line
delete
depress
description
divide
documents
down
duplicate
earnings record
electric
element

elite

enclose

enclosure

endorse

enumerations

envelopes

erase

error

experience

feed

fold

footnotes

for

from

GWAM (wam)

heading

home row

horizontal

hyphenate

impression

in

income statement

indent

index

indicator

initial

insert

inside

inside address

intensity

invert

invoice

itinerary

justify

label

leader

legal

letter

letterhead

mail

manipulate

manual

manuscript

margin

memo

monarch

news release

note

number

numeric

of

off

omit

on

open

operate

out

over

pace

payroll register

photocopy

pica

pitch

platen

position

postal card

power of attorney

previous

prior

promissory

proofread

punctuate

purchase order

quantity

quote

ratchet

reconciliation

reference

reference initials
regulate
release
remove
repeat
requisition
respond
return
return address
resume
reverse
revise
revision symbols
rhythm
rough draft
rule
salutation
set
shift
sideheading
sign
simplified
space
spread
squeeze
stock
strike
stroke
subject line
subtitle
syllables
syllabic (intensity)
syllabicate
symbols
table
tabulate
tabulator
telegram
through
title
to
transpose
unbound
under
underscore
unit price
until
up
variable
vertical
vouchers
will
with
withholding
within
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